



Community of Practice for Supporting Families of Individuals with Intellectual & Developmental Disabilities



Community of Practice for Supporting Families of
Individuals with Intellectual & Developmental Disabilities

About the Community of Practice

The National Community of Practice for Supporting Families of Individuals with Intellectual and Developmental Disabilities will help five states develop systems of support for families throughout the lifespan of their family member with intellectual and developmental disabilities. The objective of the grant is to develop systems of supports for families throughout the lifespan of their family member.

Facilitating the Community of Practice

Grant partners include

- National Association of State Directors for Developmental Disability Services (NASDDDS)
- University of Missouri-Kansas City – Institute for Human Development (UMKC-IHD)
- Human Services Research Institute (HSRI)
- National Association of Councils on Developmental Disabilities (NACDD)

Goals of the CoP

The goals of the Community of Practice are:

- to create a model framework for supporting families that addresses the needs of families with a family member with I/DD across the lifespan and supports states to develop and sustain exemplary family support practices.
- to develop and facilitate a multi-level Community of Practice designed to build capacity within states and the nation to create policies, practices, and systems to better assist and support families that include a member with I/DD across the lifespan.
- to capture and share lessons learned and products to develop, implement and sustain exemplary practices to support families and systems

The Goal of Supporting Families

The overall goal of supporting families, with all of their complexity, strengths and unique abilities is so they can best support, nurture, love and facilitate opportunities for the achievement of self-determination, interdependence, productivity, integration, and inclusion in all facets of community life for their family members.



from Building a National Agenda for Supporting Families with Member with I/DD 2011

Learn about policies and practices for supporting families, find resources connect with the Community of Practice, and share your ideas about supporting families:



Visit our website at
www.supporttofamilies.org



Like us on Facebook at
facebook.com/supporttofamilies



Sign up for our mailing list at
www.supporttofamilies.org



Follow us on Twitter at
twitter.com/familieswithidd

The Community of Practice (CoP) Supporting Families throughout the Lifespan is operated under a five year grant awarded to NASDDDS by the Administration on Intellectual and Developmental Disabilities (AIDD) beginning October 2012.

Goal: To create a model framework for supporting families that addresses the needs of families with a family member with ID/DD across the lifespan.

Wingspread Report

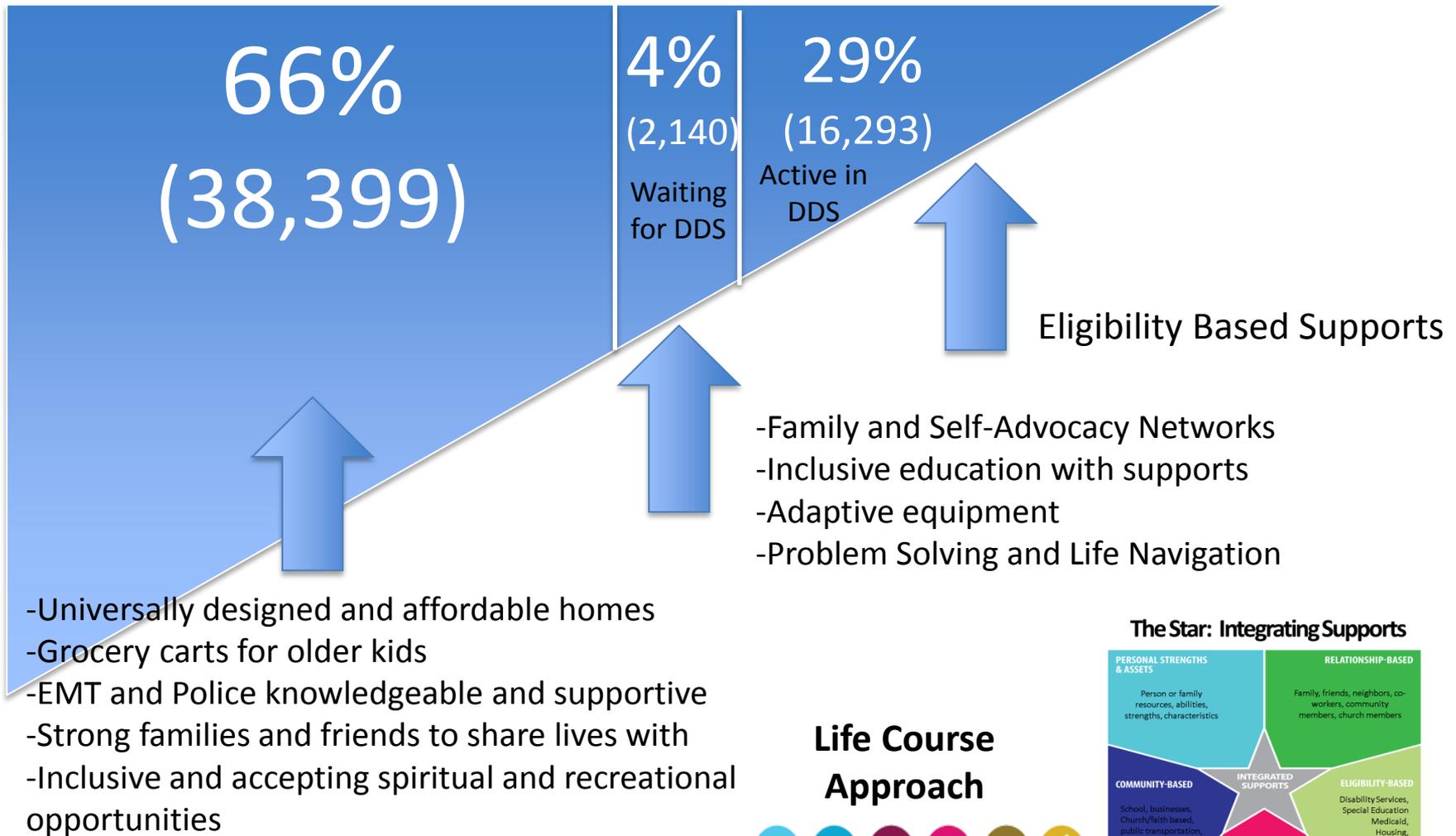
<http://www.ct.gov/dds/cwp/view.asp?a=2042&Q=537862>

GRANT STATES*

CONNECTICUT
DISTRICT OF COLUMBIA
*MISSOURI
OKLAHOMA
TENNESSEE
WASHINGTON

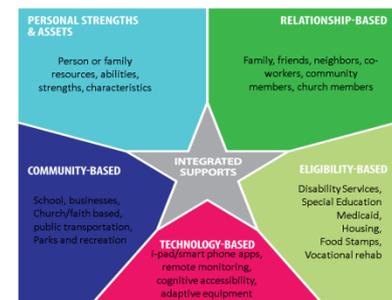
Changing Our Focus

56,832 individuals estimated to have Developmental Disabilities*



*Based on 1.58% prevalence of 3.597 citizens, US Census (2014)

The Star: Integrating Supports



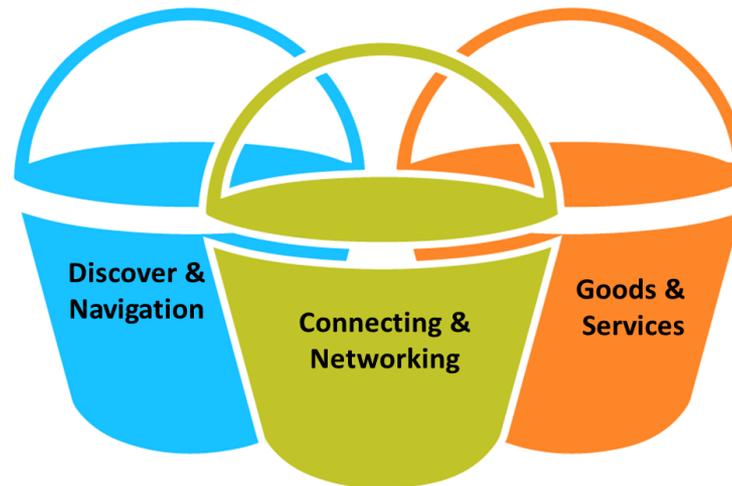


Community of Practice for Supporting Families of Individuals with Intellectual & Developmental Disabilities

Mapping Strategies for Supporting Families Across the LifeCourse

Discovery & Navigation:

Helping families find and understand the information they need to better support their child



Goods & Services:
Helping families get the supports they need for their child

Connecting & Networking

Helping families connect to other families for support & mentoring



Community of Practice for Supporting Families of Individuals with Intellectual & Developmental Disabilities

Partners



National
Champions



Connecticut
Champions



Community
Champions

Core Team Activities



Employment



Family to Family



Healthy Living

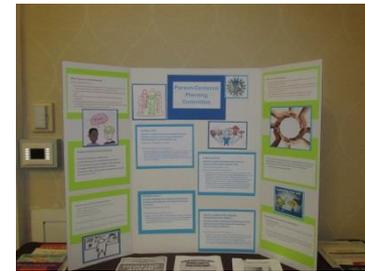


Housing

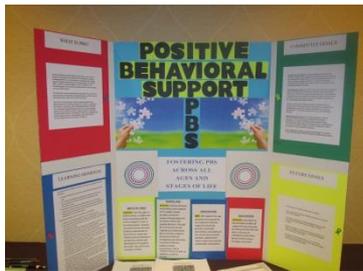


Information Navigation

COP COMMITTEES



Person-Centered Planning



Positive Behavior Support



Self Directed Supports



Social & Respite Supports



Technology

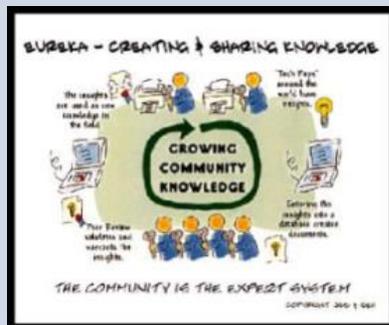


Year 1 & 2 Goals

Year 1

Culture Shift: Getting agencies to work from the outside in, to research best practices, & to partner with community-based groups

Year 1: Assist COP Committees to become “Community-Based Learning Communities”



Year 2

Messaging Shift: Life Course Planning is the best way to build a broad foundation of supports. We need to think about new ways of support.

Year 2: Assist COP Committees to develop marketing message





Accomplishments

Life Span Approach



Starting a New Family



Early Childhood



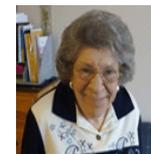
School Years



Transition to Adulthood



Adulthood



Retirement

Improved Collaborations

Partners Across the Lifespan

Education Partners

Family Partners

State Agency Partners

New Support Options

Category	Support Option	Eligibility	Notes
Financial Support and Tools	Financial counseling	Individuals with developmental disabilities who are unable to manage their own finances.	Financial counseling services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Financial planning	Individuals with developmental disabilities who are unable to plan for their future.	Financial planning services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Financial management	Individuals with developmental disabilities who are unable to manage their own finances.	Financial management services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Financial advocacy	Individuals with developmental disabilities who are unable to advocate for their financial interests.	Financial advocacy services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
Housing	Assisted housing	Individuals with developmental disabilities who are unable to live independently.	Assisted housing services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Subsidized housing	Individuals with developmental disabilities who are unable to live independently.	Subsidized housing services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Emergency housing	Individuals with developmental disabilities who are unable to live independently.	Emergency housing services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Housing advocacy	Individuals with developmental disabilities who are unable to advocate for their housing needs.	Housing advocacy services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
Transportation	Public transportation	Individuals with developmental disabilities who are unable to use public transportation.	Public transportation services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Paratransit	Individuals with developmental disabilities who are unable to use public transportation.	Paratransit services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Transportation advocacy	Individuals with developmental disabilities who are unable to advocate for their transportation needs.	Transportation advocacy services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).
	Transportation services	Individuals with developmental disabilities who are unable to use public transportation.	Transportation services are provided by the Department of Social Services (DSS) and the Department of Developmental Services (DDS).

New Waiver Services



Technology

PWCL Supports



Peer Supports



Family Training



Accomplishments

COP COMMUNITY COMMITTEES

- Employment
- Family Mentoring
- Healthy Living
- Housing
- Information Dissemination
- In-Home Supports
- Person-Centered Planning
- Positive Behavior Supports
- Respite
- Self Directed Supports
- Social/Recreation



**Self Advocates, Families, Providers,
DDS Staff, Other State Agency Staff
and Community Members
All Working Together**



What's Next?

Year 3 Goals

Announcement!

We are Better Together



From "me" → To "we"
 Tyze helps build and nurture an intentional community.

CT DDS Community Tyze: An Online Networking Project



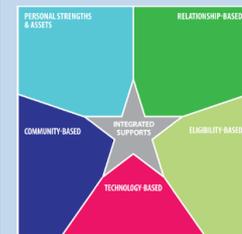
For more information please contact Tedia Imperati at timperati@ctdfs, or phone 203-710-3041,
 or Beth Aura Miller at betaura.miller@ct.gov, or phone 203-805-7430

The goal of the CT DDS Tyze Online Networking Project is to assist a minimum of 300 families who self-direct their services to improve communication with family, friends and paid professionals. Community Tyze is a private online community, focused around the care and support of one individual. Creating a Community Tyze network is quick, easy and a great first step is reassuring that your loved one's needs are met. Community Tyze can help families get organized, to build a network of support, to simplify, to communicate securely and to share and learn information easily. We invite you to learn about the CT DDS Community Tyze Networking Project.



Connecticut Project Partners
 CT Department of Developmental Disabilities, CT Developmental Disabilities Council, the National Disability Institute and Tyze Personal Networks (TM)

Announcement!



Life Course Mentoring Project Person-Centered Life Course Planning

For more information please contact Carmina Cirioli at ccirioli@att.net or phone 800-399-7284,
 Sheri Romblad at theromblad@connecticatt.net, or Kelley Kendall at Kelley.Kendall@ct.gov or phone 203-455-3140

The goal of the Life Course Mentoring Project is to train a minimum of twenty five family members and twenty five DDS staff to become Life Course facilitators. Life Course facilitators will provide training and technical assistance to families on ways that the national Supporting Families Community of Practice Life Course practices and principles can be woven into person-centered planning processes. The purpose of this project is to help families build a strong and broad foundation of support that includes a variety of support strategies. Life Course person-centered planning can occur across all ages and stages of life. We invite you to learn about the Life Course Mentoring Project.



Connecticut Project Partners
 CT Department of Developmental Disabilities, CT Developmental Disabilities Council and PATH - Parent to Parent Family Voices of Connecticut

Announcement!



Safe and Smart Assistive Technology Project

For more information please contact Molly Cole at molly.cole@ct.gov, or phone 860-418-6157
 or contact Robin Wood robin.wood@ct.gov or phone 860-418-6035

The goal of the Safe and Smart Assistive Technology Project is to assist families to better understand how technology can be used as a successful support strategy for their child. The Safe and Smart Assistive Technology Campaign will provide training, technical assistance and marketing material that helps families to learn ways to use technology to help keep their child with IDD safe and ways technology can be used to help their child with IDD to learn faster and easier. Strategies will focus on all ages and stages across the lifespan. We invite you to learn about the Safe and Smart Assistive Technology Project.



Connecticut Project Partners
 CT Department of Developmental Disabilities, CT Developmental Disabilities Council, the Assistive Tech Act Project, the Office of Protection & Advocacy and HEAT Marketplace



What's Next?

Year 3 Goal

Announcement!

We are Better Together



From "I me" → To "we"

Tyze helps build and nurture an intentional community.

**CT DDS Community Tyze:
An Online Networking Project**



The **goal** of the CT DDS Tyze Online Networking Project is to assist a minimum of 300 families who self-direct their services to improve communication with family, friends and paid professionals. Community Tyze is a private online community, focused around the care and support of one individual. Creating a Community Tyze network is quick, easy and a great first step is reassuring that your loved one's needs are met. Community Tyze can help families get organized, to build a network of support, to simplify, to communicate securely and to share and learn information easily. **We invite you to learn about the CT DDS Community Tyze Networking Project.**

For more information please contact Tesla Imperati at timperati@cdfs, or phone 203-710-3041, or Beth Aura Miller at Bethaura.Miller@ct.gov, or phone 203-805-7430

SUPPORTING FAMILIES
of individuals with intellectual & developmental disabilities
THE NATIONAL COMMUNITY PRACTICE FUNDING BY THE ADMINISTRATION ON INTELLECTUAL & DEVELOPMENTAL DISABILITIES

Connecticut Project Partners
CT Department of Developmental Disabilities, CT Developmental Disabilities Council, the National Disability Institute and Tyze Personal Networks (TM)



Discovery and Navigation Activities



Tyze

We are *Better Together*



From “me”



To “we”

Tyze helps build
and nurture an intentional community.

**Goal: 100 self-direction families in each region use Tyze
to enhance their network of support.**



Tyze

Online Networking



<https://www.youtube.com/watch?v=WppiMkaeNsA>

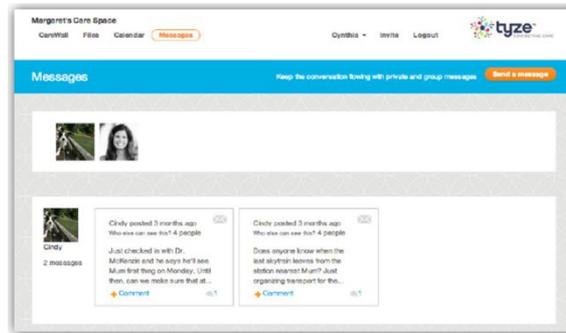
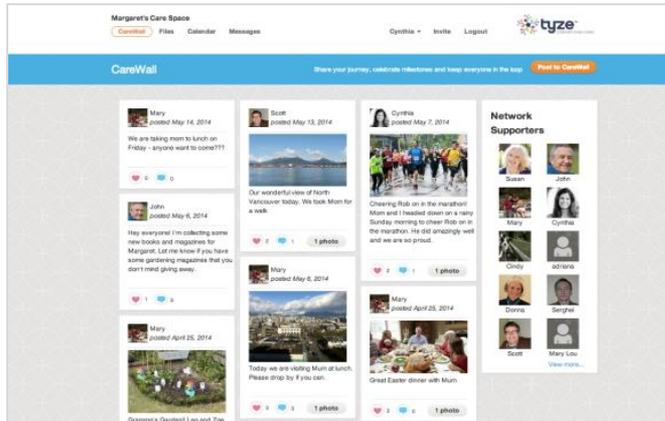


Discovery and Navigation Activities



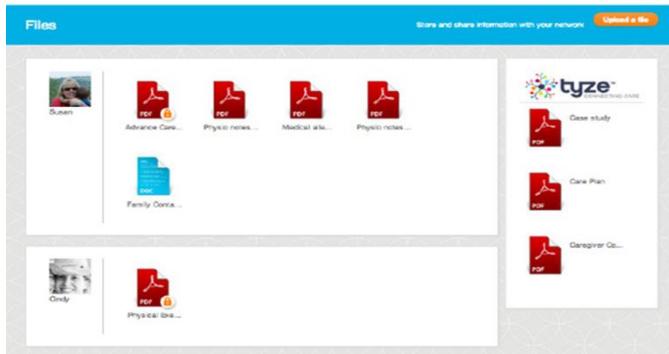
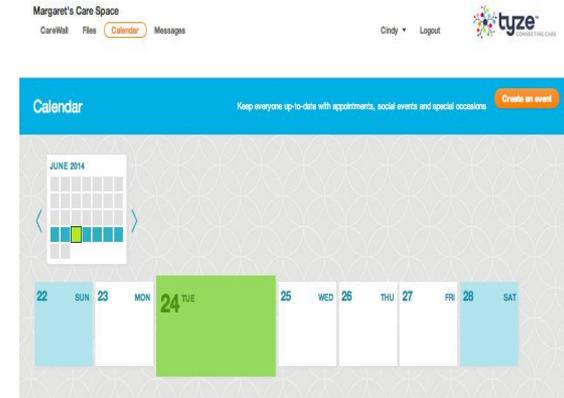
Tyze

Online Networking



Send Messages.

- Send information to all network members at once, or decide who gets the message.



Store files.

- Share documents and store important info in a secure vault. You decide who has access to each file.



- Financial Literacy
- Person-Centered Planning
- Self Determination
- Self Direction
- Tyze Training materials

The library feature contains files with useful information from DDS and important financial information from NDI.

All network members will have automatic access to the contents of the library.

All network members will receive automatic notification when new information that has been added to the library.

Educate others.

- CT DDS will share important educational info to help expand horizons.



Benefits of Tyze

Convenience Update everyone at once.

Empowerment Increased feelings of belonging = better health outcomes.

Share the Care Lifts some of the burden of care off of the primary caregiver.

All information in One Safe Space Family, friends and professionals caregivers have one central hub to store information, sensitive files and communication updates.



Discovery and Navigation Activities

Starting A Tyze Network



Basic Requirements

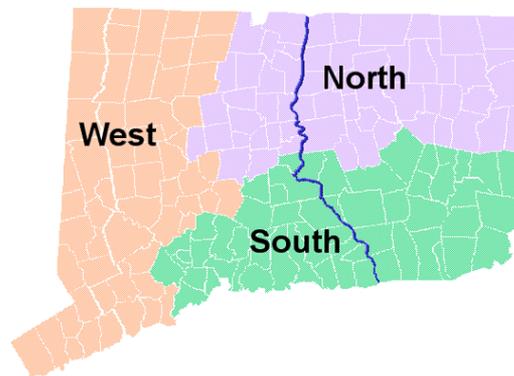
- Is the Tyze network being developed for someone who is eligible to receive support from DDS?
- Does the person managing the Tyze network (concierge) have access to a computer and an email address?

Getting in Touch

- Where does the Tyze focus person live? Which CT DDS region?
- **Send an email to the DDS Self Determination Director in your area and request that you get connected to Tyze.**

Starting your Tyze Network

- **The Regional Self Determination Director will send an invitation to start a network and Quickstart information to the interested party.**
- **The network concierge creates the network and invites others to join the network.**



South Gregory McMahon, gregory.mcmahon@ct.gov
North Amy Blazawski, amy.blazawski@ct.gov
West BethAura Miller, bethaura.miller@ct.gov

Help Build Networks



**Share Information about Tyze
with a Friend!**

Discovery and Navigation Activities





Facebook

The screenshot shows a Facebook page for 'Building a Supportive Community in Connecticut'. The page features a large banner with a word cloud of terms such as 'navigation', 'Siblings', 'INdependence', 'suPPort', 'discovery', 'SELF-advocate', 'R-sources', 'materials', 'messaging', 'families', 'change', 'TECHnology', 'PARENTS', 'Community', 'living', 'Leol', 'SOCIAL', 'SYStem', 'Educ', 'navigation', 'Siblings', 'INdependence', 'suPPort', 'discovery', 'SELF-advocate', 'R-sources', 'materials', 'messaging', 'families', 'change', 'TECHnology', 'PARENTS', 'Community', 'living', 'Leol', 'SOCIAL', 'SYStem', 'Educ'. Below the banner is a navigation menu with 'Timeline', 'About', 'Photos', 'Likes', and 'Videos'. On the left, there are sections for 'PEOPLE' (3 likes) and 'ABOUT'. A recent post from the page is visible, dated '15 mins' ago, with the text: 'The overall goal of this page is supporting families, with all of their complexity, strengths and unique abilities so they can best support, nurture, love and facilitate opportunities for the achievement of self-determination, interdependence, productivity, integration, and inclusion in all facets of...'. The page also includes a 'Sign Up' button and a 'Log In' button in the top right corner.



Discovery and Navigation Activities



Discovery & Navigation Contacts

Want more information about
Discovery & Navigation activities?



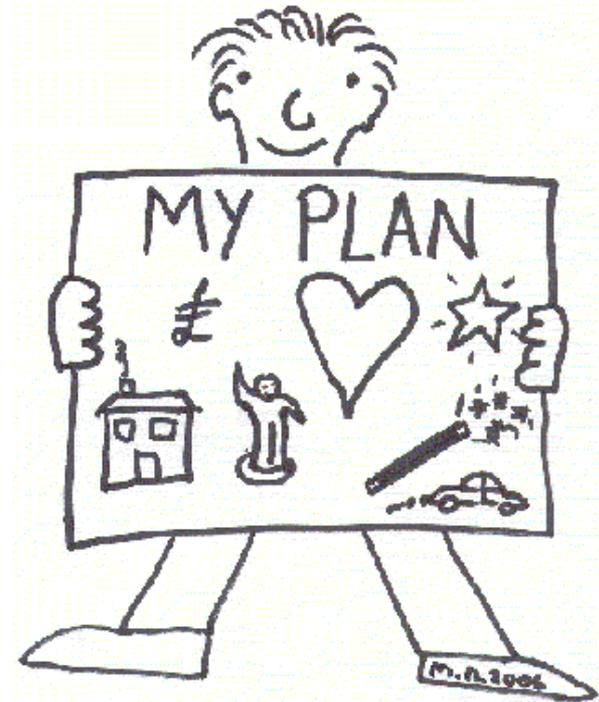
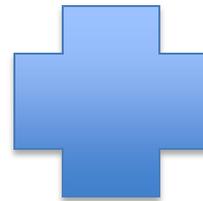
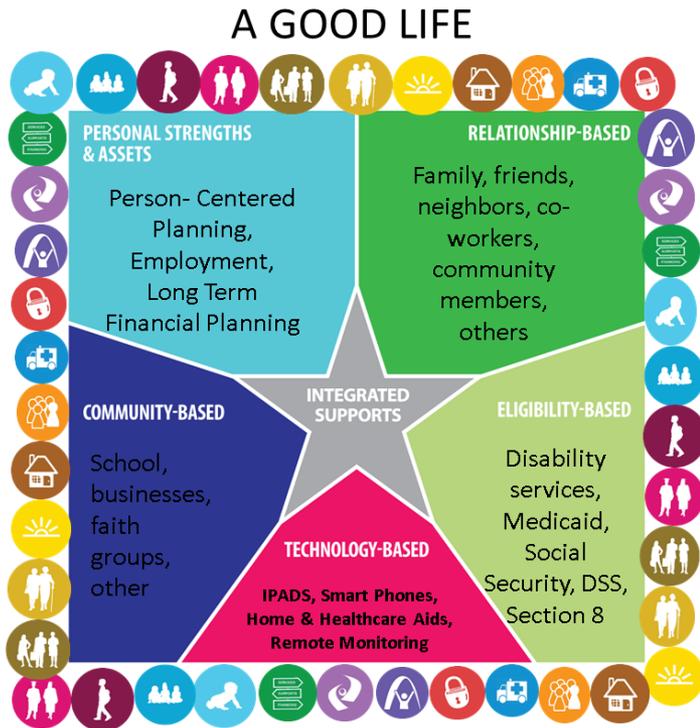
Please contact:

Tesha Imperati at timperati@ctfsn.org, or call 203-710-3041

Beth Aura Miller at bethaura.miller@ct.gov, or call 203-806-7430



Life Course & PCP Mentoring



Planning Across the Life Span

In a Person-Centered Way

Goal: 25 Family Members & 25 DDS Staff Trained to be Life Course/PCP Mentors



Life Course & PCP Mentoring

Making the Connection Between Life Course Planning and Person-Centered Planning



**Person-Centered planning processes
emphasize**

**helping the focus person to communicate his or her wants and needs
AND helping the person to include family, friends and other important people
in the planning process. Life Course Planning emphasizes family planning AND
person-centered planning.**



Life Course & PCP Mentoring

Making the Connection Between Life Course Planning and Person-Centered Planning



CHARTING the life course

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

What I DON'T Want

CHARTING the life course

Life Trajectory Worksheet: Family

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

What I DON'T Want

Life Course Planning helps ensure that the individual and their family are on the same trajectory.

FAMILY MATTERS

Transforming Services and Supports





Life Course & PCP Mentoring

Making the Connection Between Life Course Planning and Person-Centered Planning

Types of Person-Centered Planning



PATH

Making Action Plans (MAPS)

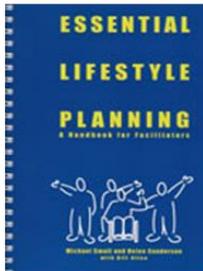
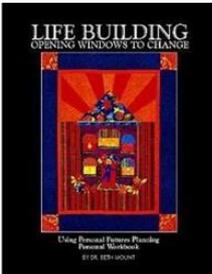


MAPS



All planning processes have different strengths and weaknesses. It's important to select the right tool for your needs.

What process is right for you?





Life Course & PCP Mentoring

Making the Connection Between Life Course Planning and Person-Centered Planning

Long Term Service and Support Needs														
Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun							
6:45 AM														
6:50-7 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day													
7:30-8 AM														
7:30-8 AM	Parents support Ben													
8:45 AM														
8:30-9 AM	Parents are weekend support													
9:30-10 AM	Waiver Self-Directed PCA													
9:30-10 AM														
10:10:30 AM														
10:30-11 AM														
11-11:30 AM														
11:30-12 PM														
12-12:30 PM														
12:30-1 PM														
1-1:30 PM														
1:30-2 PM														
2-2:30 PM														
2:30-3 PM														
3:30-4 PM														
4:45 PM														
4:30-5 PM														
5:45 PM														
6:30-6 PM														
6:45 PM														
6:30-7 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.													
7:30-8 PM														
8:45 PM														
8:30-9 PM														
9:45 PM														
9:30-10 PM														
10 PM-6 AM	Mom and Dad are overnight staff													

Template by Missouri Family to Family @ UMKC-IND, UCEDD December 2014

Long Term Service and Support Needs							
Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6:45 AM							
6:50-7 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
7:30-8 AM							
7:30-8 AM	Parents support Ben						
8:45 AM							
8:30-9 AM							
9:30-10 AM	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA		
9:30-10 AM						St. Ann's w/ mom	
10:10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM						Home alone while Mom walks	
12-12:30 PM							
12:30-1 PM							
1-1:30 PM	Waiver Self-Directed PCA		Waiver Self-Directed PCA				
1:30-2 PM							
2-2:30 PM	Volunteer at high school, supported by coaches and friends						
2:30-3 PM							
3:30-4 PM							
4:45 PM							
4:30-5 PM							
5:45 PM							
6:30-6 PM							
6:45 PM							
6:30-7 PM	Mom and/or Dad prepare meal and assist as needed					Dinner w/ Roy & Carol & family	
6:30-7 PM	Home alone while Mom walks						
7:30-8 PM							
7:30-8 PM	WVE With Matt						
8:45 PM							
8:30-9 PM						Nick's Birthday Party with Matt and friends	
9:45 PM							
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Missouri Family to Family @ UMKC-IND, UCEDD January 2015

All Planning Processes Should Result in a Better Life!



Life Course & PCP Mentoring

Making the Connection
Between Life Course Planning and Person-Centered Planning

Life Course
Person-Centered
Planning
is an
Ongoing Process



Results Occur



And
Continuous Improvement
is Expected



Family-to-Family Connections

**FAMILY... A GROUP
EXPERIENCE OF
LOVE AND SUPPORT.**

MARIANNE WILLIAMSON



**Growing stronger
through family-to-family connections**



Other Family-to Family Connection Activities

College of Direct Support



Siblings





Family-to Family Contacts

**Want more information about
Family-to Family Connection
activities?**



Please contact:

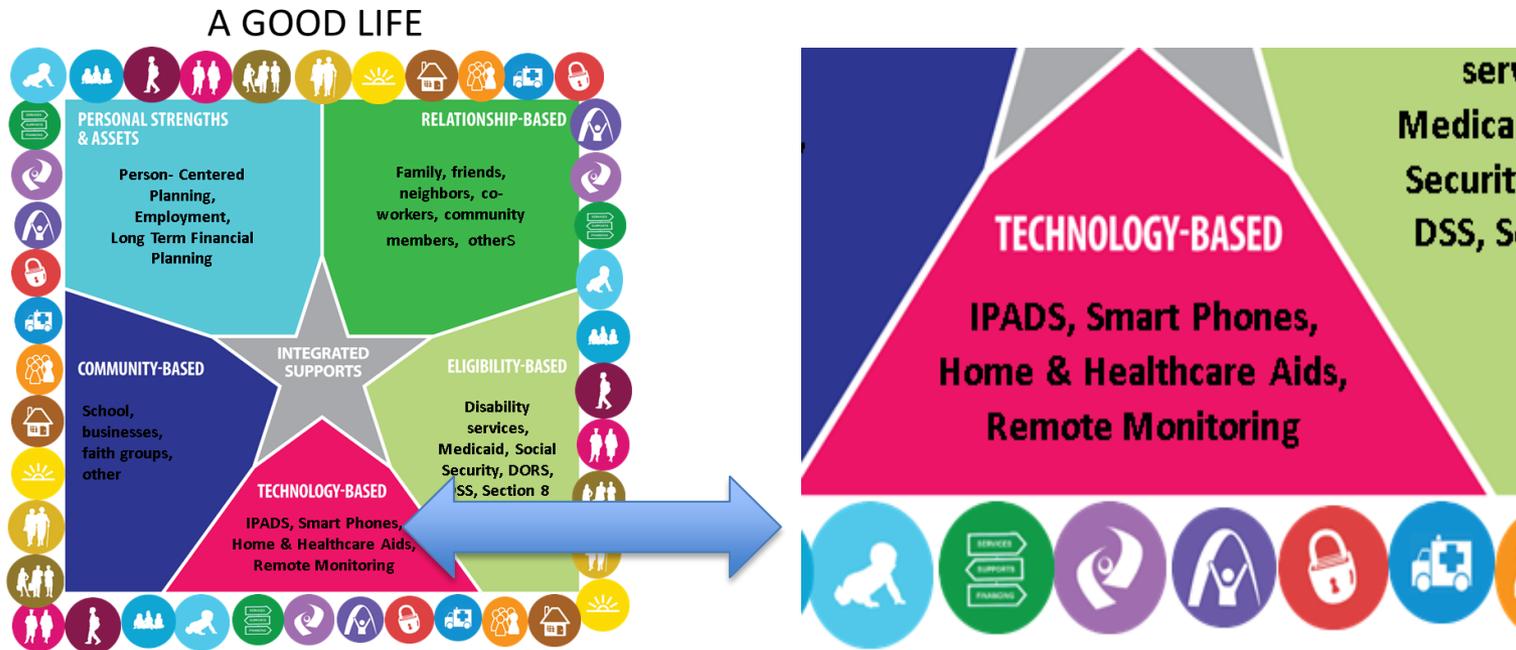
Carmina Cirioli at ccirioli@pathct.org,
or call 203-234-9554.

Sheri Romblad at theromblads@comcast.net

Kelly Kendall at kelly.kendall@ct.gov,

or call 203-455-3140

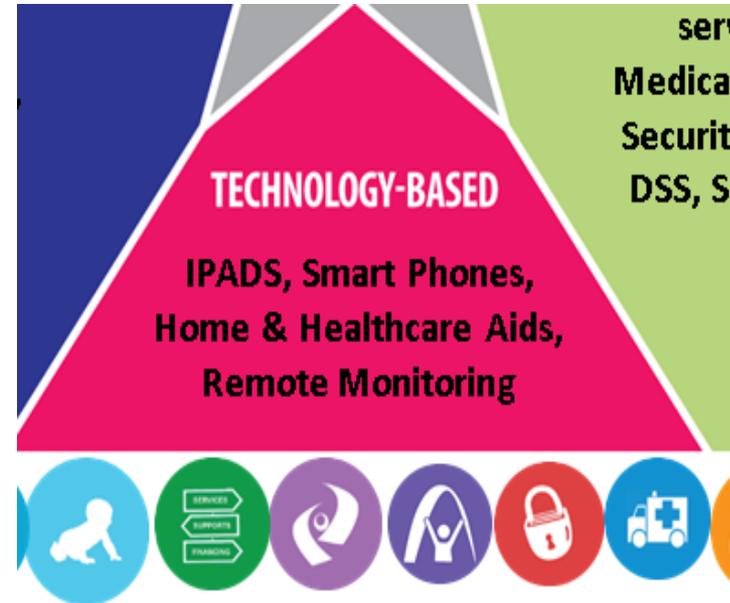
USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Outcome

Promote the use of technology and document success stories of people with IDD or autism who are using technology to create a good life.

USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



<http://wtnh.com/2014/01/27/high-tech-homes-for-the-disabled/>



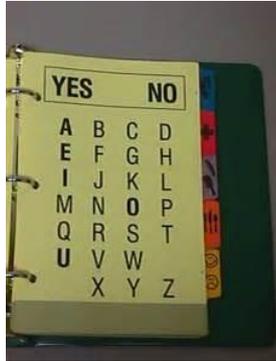
USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Using Technology to Create A Good Life
Through Enhanced Communication

Carly's Story

USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Low tech

Using Technology to Create A Good Life
Through Enhanced Communication



Old Tech



High tech

????? What ??????
communication technology
is right for you?



New Tech

USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Using Technology to Improve Team Communication and Supervision



Monitoring



Flexible Communication

USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Using Technology to Improve Team Communication and Supervision



Low Tech

What
team communication
and supervision
technology
is right for you?



Old Tech



High Tech



New Tech

USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Using Technology to Enhance Learning and Organization



Chris's Story

USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Using Technology to Enhance Learning and Organization



Organization, Learning, Reading, Math, Time Management

USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Using Technology to Enhance Learning and Organization



Low Tech

What
learning and organizational
technology
is right for you?



Old Tech



High Tech



New Tech

Organization, Learning, Reading, Math, Time Management

USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Using Technology
at Home, School, Work and in the Community



What
technology
is right for you
in your life?



USING TECHNOLOGY TO ACHIEVE A GOOD LIFE



Assessment, Funding, Maintenance of Technology

Assessment

- Do I need technology?
- What technology is best for me?

Funding

- What resources do I have to pay for technology?
- What other funding resources are available to help me pay for the technology I need?

Maintenance

- How can I be safe using technology?
- How do I keep my technology secure and well maintained?
- How do I keep my technology updated so that it remains useful?



Technology Contacts

**Want more information
about Assistive
Technology activities?**



Please contact:

**Arlene Lugo at Arlene.Lugo@ct.gov, or call
860-424-4881**

**Robin Wood at robin.wood@ct.gov, or call
860-418-6035**



What's Next?



CCH Out-of-Home Respite

CCH
A Place to Call Home

About CCH Individuals & Families CCH Licensee

Success Stories Resources Contacts

Goal: CCH Homes are used for out of home respite opportunities for families.

Goal: Families make informed decisions about CCH Homes as a supported living option for their son or daughter.

<http://www.ct.gov/dds/cwp/view.asp?a=3&q=527308>

For more information please contact Robin.Wood@ct.gov or call 860-418-6035.



What's Next?



Employment

Employment and Day Services

[Employment First Overview](#)

[Understanding the DDS System: First Steps](#)

[Employment and Other Day Service Options](#)

[Choosing and Managing your Day Service Supports](#)

Employment Resources for:

- Individuals
- Families
- Providers
- Employers
- Case Managers & Other DDS Staff

[Frequently Asked Questions](#)

[Library](#)
Glossary, Presentations, Brochures, Videos and Helpful Links

[Calendar](#)

NEW: [Survey – Competitive Employment for Individuals with Intellectual Disabilities](#)

For more information please contact Amy Blazawski at amy.blazawski@ct.gov, or call 860-263-2449

**ODEP
EMPLOYER
ENGAGEMENT**

<http://www.ct.gov/dds/cwp/view.asp?q=492514>



Healthy Living Newsletter

What's Next?



Community of Practice
for Supporting Families of Individuals
with Intellectual & Developmental Disabilities

HEALTHY LIVING TACKLING OBESITY

What is Obesity?

Obesity is defined by the Center for Disease Control as both labels for ranges of weight that are greater than what is generally considered healthy for a given height. The terms also identify ranges of weight that have been shown to increase the likelihood of certain diseases and other health problems. Obesity is a medical condition that is rapidly growing in Connecticut and across the nation. The estimated annual medical cost of obesity in the U.S. was \$147 billion in 2008 U.S. dollars; the medical costs for people who are obese were \$1,429 higher than those of normal weight.

OBESITY and DISABILITY:

For individuals with disabilities the prevalence of obesity is even more concerning. Obesity (41.6%) and extreme obesity (9.3%) prevalence among those with disabilities were significantly higher than they were among those without disabilities (29.2% and 3.9%, respectively). People with disabilities at all weight categories are significantly more likely to report being told they have hypertension, high cholesterol, or diabetes and to have been prescribed antihypertensive and lipid-lowering medications.



CHILDREN AND ADOLESCENTS

A child or adolescent 2 to 19 years, is considered obese if their body mass index (BMI) is at or above the 95th percentile. Obesity is just as much a health problem amongst youth with IDD as in the general population and for some disorders the rate of obesity is even greater. Obesity rates for children with disabilities are 38% higher than for children without disabilities. Adolescents with Autism and Down syndrome were 2-3 times more likely to be obese than adolescents in the general population. Studies of children with ID also generally report higher levels of sedentary behavior and greater use of electronic media, compared with typically developing children.

Best Practice Recommendations for combating Child and Adolescent Obesity and IDD.

1. Behavior modification techniques to increase food acceptance has shown some success
2. A structured physical activity routine should be in place for the child and family. Parents and Care providers often control the environment so they need to be engaged and supported in healthy living practices
3. The use of motivational strategies, child direction in activities, and incremental increases in workload all appear promising approaches, yet require further evaluation.
4. Ensure school wellness programs have considered the unique needs of the child's disability. Provide training for teachers and other school personnel on how to include children with disabilities in physical activity programs, recess, and active learning. Include healthy eating/nutrition goals and physical activity goals in Individualized Education Plans (IEPs).
5. **GET MOVING, GET MOVING!!!**

For more information please contact Lakisha.Hyatt@ct.gov, or call 860-418-6083



What's Next?



In Home Supports



Family Support Staff Training

An educational series for staff supporting individuals living with their family.

Where: CT Behavioral Health Partnership, 500 Enterprise Drive, Rocky Hill, CT 06067 Third Floor, Suite 3D (860) 263-2000

Registration: Contact Diane Gill at dianne.gill@ct.gov or 860-418-6091. Please register by August 14, 2015. Space is limited. Trainees are encouraged to attend all 6 sessions but it is not mandatory.

Module 1 Presenter: Molly Cole **Date:** September 3, 2015 **Time:** 1:00-4:30pm

In-Home Support Staff & Values: Direct Support Staff who work independently in family homes and in the community must be able to adhere to a high standard of professionalism. This module describes the ethics and values staff are expected to understand and implement in their daily role as a family Direct Support Professional.

Module 2 Presenters: Robin Wood & Scott Wolfe **Date:** September 10, 2015 **Time:** 1:00-4:30pm

Person Centered and Family-Centered Supports: Working with families is different than working with other types of support teams. This module describes the knowledge and skills that staff need to successfully work in family homes and in their local communities. Trainees will also learn ways to help the family obtain other types of supports that may be needed: how to expand personal networks, use of assistive technology, how to find community supports and how to navigate other eligibility supports.

Module 3 Presenter: BethAura Miller **Date:** September 17, 2015 **Time:** 1:00-4:30pm

Professional Judgment: Making Wise Decisions Quickly! Staff working in family homes and in the family's local community often need to make quick, on-the-spot decisions that require good judgment. This module assists staff in understanding how personal values and biases impact judgment. Through this module staff will also learn strategies to enhance their professional judgment skills and to successfully apply the concept of "dignity of risk" in their daily work.

Module 4 Presenter: Lakisha Hyatt **Date:** October 1, 2015 **Time:** 1:00-4:30pm

Health and Wellness: Never Assume! It is important staff are alert to health issues that may be impacting the individual they support. It cannot be assumed that the family is always aware of, or is addressing, important medical needs of the person. This module assists staff to recognize Signs and Symptoms of illness and to know how to help the individual and family use positive Wellness Practices in their daily routines.

Module 5 Presenters: Peter Tolisano & Pam Lyle **Date:** October 8, 2015 **Time:** 1:00-4:30pm

Positive Behavior Support: Collaborating with Families to Support the Use of Positive New Behavior. Families often need support to help manage their family member's behavior. This module assists staff to coach families on ways to incorporate Positive Behavior Support strategies into the family's daily routines.

Module 6 Presenter: Tacie Lowe, Richard Joseph and Damian Parker **Date:** October 15, 2015 **Time:** 1:00-4:30pm

Promoting Independence: Direct Support Professionals as Educators. Families often need assistance to teach their family member how to be more independent at home and in the community. This module assists staff to develop the skills to know what to teach and how to teach independent living skills to the individuals they support.

The In-Home Supports Committee is piloting a training curriculum for direct support staff who are new to providing supports in family homes or in community settings.



For more information please contact Lorraine Gendron at Lorraine.Gendron@ct.gov, or call 203-806-8726



What's Next?



Positive Behavior Supports

WHAT FAMILIES NEED TO KNOW ABOUT
Positive Behavior Supports



Do you struggle with your child's challenging behaviors?

This brochure on positive behavior supports may help you and your family to learn new ways to cope.

DDS
CT Department of Developmental Services
ct.gov/dds


CT Council on Developmental Disabilities
ct.gov/ctcdd

For more information
please contact
Peter.Tolisano@ct.gov
or call 860-418-6086



What's Next?



Social Opportunities

- Data has been collected from the social/respice surveys completed by individuals and families.
- Life skills and social opportunities were identified as the greatest need.

GOAL:

Increase the utilization of statewide respice centers for individuals to work on social and residential life skills with individualized goals of (1) increased independence in activities of daily living and (2) presence and participation in community life .

PLAN:

DDS North Region Pilot Program: develop modified curriculum, secure community assistance, register participants for classes beginning February 2016

For more information please contact:

donna.haley@ct.gov 860-331-2042 elisa.marcoux@ct.gov 860-331-2039



What We've Learned

**Change
takes
time**



**People
need
time to
adapt**



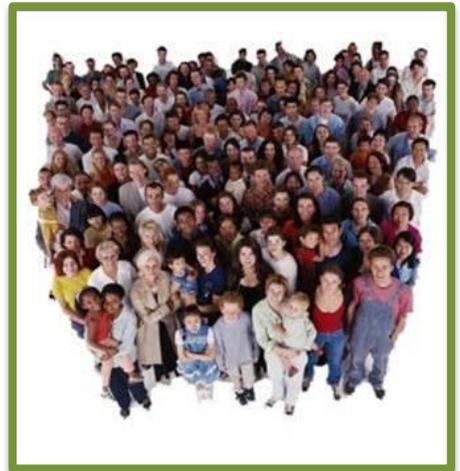
**It's easy
to revert
to old
behavior**



**We MUST
listen to and
include families
in all that we do**



**Communities
have more
to offer
than we think**



Thank You!



obrigado

Dank U

Merci

mahalo

Köszi

спасибо

Grazie

Thank
you

mauruuru

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos